

J.E.S.S.E. Newsletter

August 2016



**KEEP
CALM
AND WELCOME
BACK TO
SCHOOL**

Hope everyone had a great summer! We are ready for another great school year. As a theme this year, beginning in September, the newsletters will feature a "Meet the Staff" section for the JESSE central office staff. Each monthly newsletter will provide a narrative piece on each central office staff member, explaining their role and responsibilities here at JESSE. This will be a great opportunity for school personnel within the 9 partnering school corporations to put a face with a name, and to better understand what each individual does "behind the scenes" here at JESSE.

Least Restrictive Environment is an important factor for the education of all students and it is imperative that movement toward more inclusive education is system wide. LRE will be the our focus for the 2016-17 school year due to State monitoring, as Transition/Post-Secondary Outcomes were for last school year. When it comes to determining the LRE and percentage within a student's IEP, there are many aspects to consider. We need to replace our thought process on how we determine educational settings- general education vs. special education.

There's been a paradigm shift. Rather than determining a time period as a "general education setting" simply due to one or more general education students being present in the class, we need to look closer at what is going on in each class setting, period, etc. Here are some factors to consider...

- What makes Special Education special?...and different from the RTI process?
- Distinguish between what is general education vs. special education time
- What is being taught during that time? Is it geared towards their IEP goals?
- Special ed service times don't have to be everyday or last an entire class period...
 - Maybe just a portion of a class/period dedicated to addressing IEP goals, services, etc.
 - Perhaps only 2-3 days per week instead of 5 days per week
- Percentages and total minutes will differ for students with behavioral, social, or functional needs due to total minutes including non-academic settings (e.g. recess, lunch, passing periods, etc.)

More information is to come on this topic...

e-learning

and Special Education

As many schools start to explore eLearning days in terms of a virtual option for school make-up days or for Flex Pilot Programming, there are many factors to consider regarding the implications for Special Education services and IEP compliance. The Case Conference Committee will need to discuss how the individual student accesses technology, as well as the curriculum during eLearning days. These details should all be included in the service narrative of the IEP as appropriate. Also consider Related Services that might fall on eLearning days. For more information on eLearning & Special Education, the Indiana DOE- Office of Special Education has provided some guidance...

<http://www.doe.in.gov/sites/default/files/specialed/elearning-guidance-resources-final-3-21-2016.pdf>